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AUTHOR Stein, June
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ABSTRACT

A follow-up study of Minneapolis Community College (MCC) initiates to Phi Theta Kappa (PTK), a national honorary fraternity for community colleges, was conducted to ascertain information on students' educational and employment experience since initiation and to obtain suggestions for additional courses and ways in which education at MCC could be improved. In spring 1982, surveys were sent to all 142 students who had joined the fraternity between fall 1979 and fall 1981. Survey findings, based on responses from 53.5% of initiates, included the following: (1) 50% of the respondents had earned an associate degree and 22.4% were still taking classes when surveyed; (2) while at MCC, 29% of the respondents were liberal arts majors, 17.1% were business majors, and 14.5% were enrolled in the chemical dependency specialist program; (3) 71.2% of the PTK sutdents had continued their formal education after leaving MCC; (4) 47.5% of the respondents were employed full-time and 27.1% were employed part-time; (5) the median monthly salary for those working full- or part-time was $1,184; (6) in comparison with MCC graduates as a whole, fewer PTK students were employed full-time, satisfied with their jobs, working in their field of study, and employed in permanent positions; (7) respondents mentioned the need for additional foreign language and computer courses at MCC; and (8) the quality and accessibility of faculty and the college's attractiveness and convenient location were seen as MCC's main advantages. (HB)

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FOLLOW UP OF THE PHI THETA KAPPA INITIATES OF FALL 1979 - FALL 1981

June Stein
College Research Officer

MINNEAPOLIS COMMUNITY COLLEGE

November 1982

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JC 820 557

Follow Up Of The Phi Theta Kappa Initiates
Of Fall 1979 - Fall 1981

June Stein, College Research Officer
November 1982

The Phi Theta Kappa (PTK) national honorary fraternity for community colleges was first established with a chapter at Minneapolis Community College (M.C.C.) in the fall of 1979. From that date through fall of 1981, 142 students were initiated into the M.C.C. chapter. A follow-up study was designed to learn what this special group of students had done regarding continuing education and employment since their initiation. Suggestions these students would have to improve education at M.C.C. was of particular interest. Although it was likely that many of the fall 1981 initiates would not have completed their education by the time of the survey, they were surveyed for their suggestions of ways to improve the college. Their recent or concurrent attendance at M.C.C. would probably be helpful in responding to such items.

In the spring of 1982, the questionnaire that had been designed with a cover letter was mailed to all those initiated through the fall quarter of 1981 to elicit the information desired (see Appendix for a copy). One follow-up letter was sent about three weeks after the first to those who had not responded to the initial letter. A total of 76 responses were received, 53.5 percent of all those initiated (see Table I, attached).

Responses of the PTK initiates have been tabled or listed in the material following this text. Comparisons of the results have been made where appropriate in the text with those from the follow-up study of M.C.C.'s graduates of 1980-81.*

Median age of respondents (see Table II) was 31.5 with concentrations in the two age groups 29 to 31, 22.4 percent of the total, and 38 to 45, 25.0 percent. The median age was about two years older than graduate respondents of 1980-81. Half the PTK respondents had earned an associate degree, and another 9.2 percent had earned both an associate degree and a certificate. A certificate only was earned by 3.9 percent, 22.4 percent were still at M.C.C., and one of these students plus another were seeking a cooperative degree with MTI. About 13 percent had either transferred or dropped out of school.

*Stein, J., "Follow-Up Survey of the Graduates of 1980-81, June 1982.

Members were asked to indicate why they did not receive a degree or certificate from M.C.C. if that was the case. Their responses are given in List 1. Most of this group still needed more credits from M.C.C. and were intending to earn a degree or certificate. Those who transferred indicated their goal was a bachelor's degree and implied they were not helped by remaining at M.C.C. In one case, the student had obtained a scholarship at a four year institution. In another, the student was in the College for Working Adults program and found the competency based education credits might not transfer. Three students indicated their courses were not meaningful to them, two mentioning the required physical education courses in point. Another had attended college for enjoyment and was already prepared for employment.

The question of incomplete degrees was asked to learn whether M.C.C. lacked challenge for these students. There is no indication from these responses that such was the case. Certainly, most who were initiated before Fall 1981 had earned credentials from M.C.C.

Table IV gives the members' major field of study while at M.C.C. Most had been enrolled in liberal arts, 29.0 percent; business fields, 17.1 percent; chemical dependency specialist (CDS), 14.5 percent; or the humanities (including music, theater and art), 11.8 percent. Many fewer PTK members were majors in the CDS or nursing programs than respondents to the 1981 graduate follow up where about 42 percent majored inthose fields.

Table V details the employment experience of only those no longer attending M.C.C. Almost half, 47.5 percent, were employed full time; over a fourth, 27.1 percent, part time; and 20.4 percent either were not seeking work or did not respond (see Part A). Most of the latter group were continuing their education. About 5 percent were seeking work with one in this group working part time.

Compared with all 1980-81 graduates, fewer were working full time, 47.5 percent of the PTK group vs. 60.6 percent of the 1980-81 graduates. Part-time work reported was about the same, 27.1 percent of PTK respondents vs. 22.6 percent of the 1980-81 graduates.

A question on job satisfaction asked whether the respondents' work represented what they wanted to do. Sixty percent responded either "very well" or "acceptably." The balance answered in almost the same proportions "tolerably," "unsatisfactorily/unrewardingly," or did not respond (see Part B). Of the graduates of 1980-81, 74.4 percent responded "very well" or "acceptably" to this item. Most of those working were not working in their field, 44.4 percent compared with only 26.4 percent of 1980-81 graduates (see Part C). The 44.4 percent is the same proportion as those responding that their work was temporary because they had not finished their education and that they planned to change jobs when they did finish (see Part D). Only 24.0 percent of 1980-81 graduates felt they were in temporary jobs. Only five PTK members were not working in the Twin Cities area; three of them were located in other states (see Part E). Median gross monthly salary for the group was $1184, not adjusting for part-time salaries (see Part F). In contrast, all 1981 graduates averaged $1113 and, excluding the 1981 CDS and nursing program graduates, $951. Part G lists the job titles or duties that PTK members gave. Most are business or counseling related jobs.

In summary fewer PTK respondents than all 1980-81 graduates were employed full time, fewer were satisfied with their work, fewer were employed in their field of study, and more were in temporary jobs. Even so, monthly salaries averaged $71 more than all graduates and $233 more than liberal arts and other graduates excluding CDS and nursing. One fact that accounts for a number of differences between the PTK and 1981 graduate group is that the proportion of CDS and nursing program students who were members of PTK was about 16 percent of the PTK respondents but 42 percent of 1980-81 graduate respondents. Students from these two vocational programs are more apt to work full time and are less likely to continue their education than the liberal arts and other graduates.

Continued education experiences of those no longer attending M.C.C. are given in Table VI. Almost three fourths of PTK students, 71.2 percent, continued their formal education. This figure contrasts with 60.0 percent of 1980-81 liberal arts and other vocations graduates, not including Nursing and CDS programs, and 42.6 percent of all 1980-81 graduates, including Nursing and CDS graduates. Respondents attended the University of Minnesota in about the same proportions as all 1981 graduates, 40.5 versus

40.9 percent, respectively; and state colleges, 22.6 vs. 23.5 percent, respectively. However, over 10 percent more PTK respondents attended private colleges than all graduates, 28.6 vs. 18.2 percent, respectively. Major fields of PTK respondents and 1981 graduates were reasonably comparable. Somewhat more PTK members, however, were in fine arts and business fields than were 1981 graduates (see Part C). The degree goal of 16.7 percent of the PTK group was for a master's degree and 2.4 percent for a doctor's in comparison with 10.6 percent of all graduates seeking a master's and none, a doctor's.

The rest of the survey asked for suggestions to improve M.C.C. and for the college's main problems and advantages. Responses are given in Lists 2 - 7.

List 2 contains suggestions for course offerings. A wide variety of suggestions were made. More than two PTK members making the same kind of suggestions occurred in a few cases. More foreign language courses were requested by seven. Spanish, fourth quarter French, German and Russian or Chinese were mentioned. One also suggested that foreign languages be taught in the evening. More computer courses were suggested next most often. Two specified they wanted basic computer classes and one specified COBOL. A few people suggested more math and science courses; specified were math anxiety, honors calculus, and modern physics, also to require lab so that the science courses would transfer, and an interdisciplinary science course. Also suggested by a few people were more writing and literature courses and more art courses. More business courses were suggested by CWA majors. Other business related suggestions were teaching Economics #101, #102 using more graphs and formulas, and offering business law during the day.

Suggestions for extracurricular activities are given in List 3. The comment made most frequently was that the respondent had no time to participate or did not participate. A few implied that a lack of publicity regarding events prevented them from participating. Several suggestions made were for seminars, debates, lectures and events to "engage the mind." A couple of suggestions were for science clubs or outlets for artistic expression.

Comments for improved service to students, quoted in List 4, most often mentioned impolite staff or the bureaucracy. Four PTK members mentioned inadequate counseling. Beyond these negative comments, a few commented very positively concerning the tutoring services. Suggestions that at least two people made were having office help available during the lunch hour and later in the day, a women's resource center for support and more services for handicapped students.

Many comments were complimentary with respect to M.C.C.'s buildings and grounds (see List 5). A few mentioned deficiencies in the library with respect to lack of materials and a couple referred to the need for quiet study areas and more student lounges. A couple also mentioned the need for better fine arts facilities for music and theater.

PTK members described a variety of problems they saw with M.C.C. (see List 6). Several were unhappy with the prestige of the college, feeling M.C.C. had a low image for a quality education and was too "easy." Several felt administrative bureaucracy was a problem and a variety of examples were given. Also mentioned as a problem was discourteous staff members. The registration process also was criticized together with classes not taught as described or not offering a final quarter of a sequence of courses. Individual reactions to a variety of situations, instructors, student attitudes, counseling and facilities made up the balance of problems seen.

The main advantages that PTK members saw were many. Most often mentioned were the quality of the faculty, their accessibility, caring attitude and the student's ability to get personal attention from the faculty. Other advantages mentioned by about the same numbers of students were the college' central location / which was accessible and attractive; the small class size, which several said permitted the individual attention; and the diverse student body where returning older students, in particular, felt comfortable. The warm, relaxed atmosphere in a small college and an affordable education were advantages frequently mentioned. The CWA program, neighborhood classes, flexible class hours, a good curriculum with variety for a quality education were seen as advantages. Several PTK members also mentioned good parking facilities, good and accessible counselors, a good tutoring system and the opportunity to take basic courses. A few mentioned a good staff, good librarians

and accessible, pleasant administrators. The ability to transfer credits and the work study program were mentioned by more than one. One even mentioned the Financial Aid Office favorably.

A number of statements can be made in summary from this follow-up study of PTK initiates. Most respondents had returned to college from other pursuits and were serious students somewhat older than the rest of the student body. Both nursing and CDS program students were under represented in proportion to their numbers in the 1980-81 Class of M.C.C. graduates. PTK members who were no longer at M.C.C. were earning more than other graduates and a larger proportion had continued their education than other graduates. More were attending private colleges, in some cases because of scholarships received. Most had remained in Minnesota, primarily in the Twin Cities area.

Suggestions PTK members made for improving M.C.C. were many. Some areas of emphasis may be pointed out, however. The need to teach more languages was stated. There was more support stated for continuing remedial courses and tutoring than for abolishing these services. If any concensus could be felt from suggested extracurricular activities, it was a desire for more intellectual activities in the form of seminars, debate and discussion groups. Many problems of the college that were stated could be solved by better management of college operations. Regarding college advantages, there was considerable concensus on the quality of education received, desirable college location, cost, size and the diverse student body.

Spring 1982 Follow Up Of
Phi Theta Kappa Initiates
Fall 1979 to Fall 1981

Table I
The Population

Time of Initiation	N	Respondents N	Respondents %
Fall 1979	35	19	54.3
Spring 1980	28	12	42.9
Fall 1980	11	9	81.8
Spring 1981	43	23	53.5
Fall 1981	25	13	52.0
Total	142	76	53.5

Table II
Age

Approximate Age in 1982	N	%
-19	2	2.6
20-22	5	6.6
23-25	6	7.9
26-28	7	9.2
29-31	17	22.4
32-34	5	6.6
35-37	5	6.6
38-40	9	11.8
41-45	10	13.2
46-50	2	2.6
51-55	3	3.9
56-60	3	3.9
No Response	2	2.6
Totals	76	99.9
Median Age	31.5	

Table III
Degree Received

Response	N	%
Associate	38	50.0
Assoc. & Cert.	7	9.2
Certificate	3	3.9
Still at MCC	16	21.1
Seeking Coop. degree w MTI*	2	2.6
Transferred	5	6.6
None	5	6.6
Totals	76	100.0

Table IV
Major Field at MCC

Major Field	N	%
Liberal Arts/General	22	29.0
Business, acct. Mktg.	13	17.1
Chem. Dep. Spec.	11	14.5
Nursing	1	1.3
College for Working Adults	4	5.3
Social Science	5	6.6
Humanities	9	11.8
Math, Science, Comp. Sci.	5	6.6
Language Arts incl. Journ.	3	3.9
Coop. Program w MTI	2	2.6
No Response	1	1.3
Totals	76	100.0

*One attends both M.C.C. and M.T.I.

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List 1
Reasons Why a Degree or Certificate from MCC
Was Not Received

16 - Still attending MCC. Need more credits.
1 - I'm finishing a coop. educ. program with MCC and MTI - Commercial Art/Media Production. In Aug. 1982 I'll have a cert. and an AA degree. I plan to continue at MSU until 6/83 when I will obtain a BA in Media Communication.
1 - My goal is a Business Degree (4 yr.) from the U of M. I am currently taking extension classes through the UM.
1 - I've transferred to MTI and by next March I shall have both AA and cert. in Graphic Arts.
1 - I received a scholarship for Hamline U. and did not need the AA/cert.
1 - Transferred to Coll. of St. Catherine. Was attending CWA and found CBE credits might not transfer. Decided to transfer without doing CBE first.
1 - Transferred to U. of M.
1 - I went to school for enjoyment originally. I was tired of being a poor student when I was already qualified in my field.
1 - Transferred to the UM, then dropped UM because their program wasn't geared to my personal goals. MCC taught me how to research - my goals specify what areas I now study on my own. I don't believe a degree is needed to be successful in life.
1 - I was not willing to participate in the phy. educ. requirements that were mandatory for an AA degree.
1 - I was unwilling to take courses that I didn't think were meaningful (ie, phy. ed., health, etc.) I wasn't avoiding difficult classes either. I took 2 years of physics, 3 years of mathematics, 4 quarters of French, 2 quarters English.

	%
Percent of respondents attending MCC in Spring 1982	22.4
Percent who left MCC before completing a degree or certificate	14.5

Phi Theta Kappa

Table V
Employment Experience After Leaving M.C.C.[1]

Part A. Employment

	N	%
Full Time	28	47.5
Part Time	16	27.1
and Seeking Work	1	1.7
Seeking Work	2	3.4
Not Seeking Work	6	10.2
No Response	6	10.2
Total	59	100.1

Part B. Job Satisfaction

Work represents what Student wanted to do:	N	%
Very well	13	28.9
Acceptably	14	31.1
Tolerably	6	13.3
Unsatisfactorily & unrewardingly	5	11.1
No Response	7	15.6
Total	45	100.0

Part C. Whether Work Is in the Field Studied at MCC

Work:	N	%
Is in the field	13	28.9
Is not in the field	20	44.4
No Response	12	26.7
Total	45	100.0

Part D. Whether Work is Temporary Until Education is Completed

	N	% of 45
"Work is temporary because I have not completed my education and will change jobs when I do finish."	20	44.4

Part E. Place of Employment

Location	N	%
Minneapolis	26	57.8
Mpls. Suburbs	9	20.0
St. Paul	2	4.4
Twin Cities	3	6.7
Delano	1	2.2
Moose Lake	1	2.2
Non Minnesota	3	6.7
Ohio, Cleveland	(1)	
New York, New York	(1)	
Texas, San Antonio	(1)	
Total	45	100.0

Part F. Monthly Salary before Taxes

Salary($)	N	Salary	N
1-400	4*	1801-1900	1
401-500	5*	1901-2000	1
501-600	1	2001-2100	
601-700	3*	2101-2200	1
701-800		2201+	1
801-900		Varies	2
901-1000	2	Perquisites	1
1001-1100	1	Unknown	1
1101-1200	3	No response	4
1201-1300	3	Total	45
1301-1400	3		
1401-1500	3	Median Salary = $1184	
1501-1600	1		
1601-1700	2		
1701-1800	2		

*Part Time

[1] Includes data from those who no longer were MCC students or had a MCC degree or certificate.

Part G. Job Title or Duties

Business Related

Asst. Buyer
2-Sales Clerk
Retail Sales
Supervisor
Supervisor & quality assurance, con't. educ. coord., medical
Quality assurance coordinator
Office & production manager
Sr. administrative assistant
Accounts manager
Accounts assistant
Bookkeeper
Distribution Center operations coordinator
Compensation coordinator
Sr. accounting clerk
Business manager
Securities trader
Executive secretary
Voice communications manager

Service

Custodian
Caretaker, condominium bldg.
2-Cook
Counter person at restaurant
Security staff assistant

Computer Work

Head, Word processing dept.
Programmer trainee
Computer teaching and learning

Counseling Work

3-Chem. dep. counselor
Aftercare coordinator
assessment & referral
Chem. dep. cslr./aftercare
Counselor
Intake coordinator
Counselor - Waitress
Outreach worker, teacher's assistant, courier guard

Miscellaneous

Proofreader
Weather services assistant
Media & audio production assistant
Activities leader, Nursing home
Optometric assistant
Historic interpretive guide

Phi Theta Kappa

Table VI
Continued Education

Part A. Formal Education Experience After MCC

Additional Formal Education	N	%
Continued Education	42	71.2
Not continued	17	28.8
Total	59	100.0

Part B. Where Student Continued His Education

Institution	Left MCC N	Left MCC %	Still Attending MCC N
Univ. of Minn.	17	40.5	
State Universities	9.5	22.6	
Metropolitan	(8.5)		1
St. Cloud	(1)		
Private Colleges	12	28.6	
Augsburg	(1)		
Hamline	(8)		
Macalester	(1)		
St. Catherine	(2)		
Community Colleges	1.5	3.6	
Anoka-Ramsey	(1)		
Minneapolis*	(.5)		
Mpls. Technical Institute	1	2.4	1
Non Minn.	1	2.4	
North Texas State Univ.	(1)		
Totals	42	100.1	2

Part C. Major Field

Major Field	N	%
Business, Adm., Accounting, Marketing	12	28.6
Education	1	2.4
Social Sciences-Human Services	12.5	29.8
Math and Computer Science, Landscape Architecture, Environmental Science	3	7.1
Fine Arts	6	14.3
English, Journalism	2.5	6.0
Theology	1	2.4
Miscellaneous	2	4.8
Certified Secretary; Security Mgmt.		
No response	2	4.8
Total	42	100.2

Part D. Degree Goal

Goal	N	%
Certificate (Graphic Arts)	1	2.4
Bachelor's	30	71.4
Master's	7	16.7
Doctor's	1	2.4
Not studying for a certificate or degree	2	4.8
Uncertain	1	2.4
Total	42	100.1

*One with MCC Associate Degree taking courses at MCC and Univ. Of Minn.

Phi Theta Kappa Follow-Up Study

List 2
Suggestions for Course Offerings that Would Improve M.C.C.

Evening classes in COBOL.
Upgrade your science courses to enable transfer. A "working" lab should be required.
The courses were fine.
More courses involving interpersonnel communication.
Additional classes and instructors in the Art Dept. Consecutive classes so that you can obtain 6 credits in one field, i.e., Soc 101, 102, etc. - not at same level.
I was happy with the courses offered.
American history.
More subjective testing in preparation for a 4 yr. program.
Seemed very adequate on the surface but I fear that course work quality is substandard.
Spanish. Intro. to computers for older students comparable to what young students receive in grade school or Jr./Sr. high - a "catch up" course for returnees.
No changes.
I feel that an additional Life Drawing class and a French class IV would have been beneficial.
CWA kept improving its courses - They were excellent.
More in the area of computers - also a more quantitative Econ 101 & 102 - it's hard to compete at the U without a better understanding of graphs and formulas.
Would have liked more foreign language offered.
CWA - General Psych., Philosophy and History.
Expand CINE. Offer basic design course.
More classes in theater related subjects, play, novel and short story writing.
Offerings seemed to fit into my schedules.
Foreign language in evenings.
Daytime karate class. Second qtr. tennis. Computer classes.
CWA gives good general education - good as is.
I recommend that educational standards be looked at and analyzed and in certain areas raised. Some offerings, or at least the classes, seem too easy to even be given college credit in. By raising standards, the idea that MCC is an "easy" college will begin to disappear.
I was satisfied.
CWA was a wonderful opportunity for me to start work toward a degree. Knowing ahead of time that all CWA credits will transfer (to other than General College) would be great.
Have counselors give accurate information.
I am planning on transferring to a college other than the U of M and find that many courses I took do not transfer and/or apply. Also many things I should have taken, I did not as they aren't even offered and counselors were not aware of the changing curriculum throughout the country.
In CWA I'd like to see more business-related classes - economics, mathematics, marketing. Also chemistry, current events.
A real basic computer class for lay people.
Served my purposes well.
Offer theater and music to CWA students.
CWA courses were very good. I would add more business courses in CWA (not regular MCC business classes).
History of science, fundamental concepts which tie together all sciences.
Seminars for 2 yr. students presented to interested peers.
More sections for math and science classes (esp. at night). More computer classes.
Offer more courses in the morning or afternoon. Many courses were offered right around noon. A larger variety of theater courses would be nice.
I was disappointed that Journ. 102 was not taught here, but I can understand why it wasn't.
More and better political science. Less Chem. Dep. Less remedial courses. More advanced English courses. Less math. Less comp. science. Less duplication with MAVTI.
More in structural family therapy. Perhaps incest cslg. course.

List 2 (Con't.)

More sections of the requirements courses. Acct., college algebra, etc.
I would like the classes scheduled so that students who take one or two sequence courses could have more choices of taking other classes.
More language studies. (German and maybe Russian or Chinese), a 4 qtr. course in philosophy taught with Humanities (Symbolic logic, ethics, epistemology and aesthetics). Freshmen honors calculus, modern physics (special relativity and quantum physics.)
Political science, philosophy (survey course), language courses.
The most beneficial courses for me were those that automatically were accepted by U! after transferring to U having completed majority of prerequisites.
A more organized Records Office re. Certq/Diplomas and transcripts.
More writing courses.
Languages.
Offering certain business classes more than once a year. I was never able to take Bus. Law because it was never offered during the day.
I found all the courses that I needed so don't have any suggestions in this line.
Business related electives in CWA.
Already quite good - more art classes would be nice.
I like M.C.C. very much and wish it were a 4-year institution. I have found the the sheet of paper enclosed too small for a few things I wish to say.
Many serious students need preparation for higher math and science. I have also seen many intelligent people who don't have an adaquate background for reading the English language. These people are prevented from reaching their highest level of learning through fear and lack of background in a given course.
I believe that students who mean business would take advantage of courses designed to deal with these problems. These might include a math anxiety course, reading skills which I believe is already taught here, a basic introduction to geometric forms and formulas at the believable pace, a basic approach to (simple word problems) this would give one a root idea to approach the more difficult problems presented in higher math.
I believe a step by step learning process is more effective than a step leap approach which only reinforces the "I knew I couldn't do it" belief.
The basic math courses here at M.C.C. are very good, but perhaps more middle ground could be covered more slowly between the basic skills and the higher levels.
Many returning students have not had these subjects for years or perhaps have not had them at all.
We can't all be brain surgeous but we can attain our maximum learning level with a minimun of anxiety.
Another valuable service to students would be help in planning a realistic course load with a balance of subjects that don't conflict. I have seen many students drown in their own plans.
My experience here at M.C.C. has been very good for the most part and I thank you for reading my suggestions.

PHI THETA KAPPA FOLLOW-UP STUDY

List 3
Suggestions for Extracurricular Offerings That Would Improve M.C.C.

Some not well organized.
Clubs in sciences (biology, chem., physics, etc). Folk dance.
Never participated.
No change.
Phi Theta needed more help from faculty and staff.
I always enjoyed the bands in the cafe'. Hope you are still doing that.
Can't really recall any other than sports or Phi Theta Kappa. (lack of publicity).
I work, I have a family and I attend school. No time for extracurricular activities.
I was unable to be involved as I am a single parent with 5 children.
Film club, microprocesser clinics.
Did not have time to engage in any so cannot suggest ideas in this area.
Not available to CWA--no time.
Great as is. Offer varied and increased programs. Perhaps more lecturers, Phi Theta Kappa was very helpful to my continuance of my education.
Karate as an accredited course every quarter.
Lack of communication is the major problem; don't hear about scheduled events.
Occasional PKT luncheons would be nice. I don't wish to lose touch.
Would like more academic oriented groups; e.g. study groups, discussion, film, symposiums.
Offer more evenings so CWA can participate.
Never involved.
I think the jazz ensemble and plays put on are great. I would love to see more outlets for artistic expression, allowing students to present their work to the rest of the school.
3-Ok
Perhaps seminars for or to include the arts, community action agencies, public officials, etc.
I didn't realize there were any besides athletics.
Cut these back and spend the money (subsidy) on education.
As I lived in Princeton while attending, I was not involved in the offerings so cannot evaluate this.
More debate and others that engage the mind. Physical ones are adequate, although need new uniforms.
Many things are offered but I can't always attend. Sorry I didn't have time to sing in choir.
Broader range—not just directed to one group; i.e., science club, music, more active Phi Theta Kappa, etc.

Phi Theta Kappa Follow-Up Study

List 4
Suggestions For Services to Students That Would Improve M.C.C.

Better availability of office help during lunch hours and later in day for students who work full time.
Job placement.
Women's Resource Center.
Buddy-system for receptive physically handicapped students on a quarterly basis.
Same.
2-Ok.
In an age of more older students-especially women--it may be nice to have a support group for them.
Found the tutoring very helpful. Found all personnel very caring.
More flexibility. Longer hours.
I appreciated and used the tutoring services.
Can't compare with U.
Some place for cashing personal checks and a way to refund money for courses dropped early.
CWA office staff very, very helpful.
Greater access to AV material. Relevant afternoon forums and occasional guest speakers from education.
Good as is. Have an awful lot, that seems to suit the purpose.
Tutoring is excellent--need more tutors for upper level math and science and labs. Counselors often gave inaccurate information to plan course work--preprofessional requirements, etc. Some of the people who work in admissions and financial aid are very rude.
Better imparting of knowledge concerning credits needed and which are transferable.
Less peer counseling. Less remedial help. Less library. More planning for transfers. ie, career center--nurse--politer staff.
Math anxiety courses for women and/or men would be invaluable.
Were excellent.
Get a new staff at the financial aid office.
Slow people in front office area.
The bureaucracy is somewhat unmanageable. It is very difficult to get anything done easily where the school offices are concerned.
Books to CWA students the night class begins--continue!
Daycare.
Better counsel--availability and knowledge of programs.
I would like to see more services for the handicapped. Good readers for the blind and an easier way for all the handicapped to reach the Basilica perhaps by escorts. If this service cannot be added to the work study program for lack of funds maybe a need for volunteers could be posted.
OK except administration.
Office personnel could respect and treat students better--that is why they are there.
Better health insurance package.
Usually relied on instructor for help.
More information about these services should be given to new students.
Counseling inadequate.
I hope the baby sitting facilities will be continued.
I believe the school needs a better system for registration so that it would provide students with more efficient and faster service.
Not aware.

Phi Theta Kappa Follow-Up Study

List 5

Suggestions Conserning Buildings and Grounds that Would Improve M.C.C.

Looks good to me.
Attractive and appealing as is.
2-Ok
We need a decent library, more student lounges (ones with no smoking) and comfortable, quiet study areas.
Beautiful location. Memorial is a bit grim.
Expand library. Limited availability of some materials now makes it necessary for students to do most research at other Libraries.
Traffic congestion in C Building. Main door should be the one facing the park.
Wonderful.
Too good (put the money into courses and teachers.).
This is being improved all the time.
Good. Centrally located.
The building and facilities available to fine arts and music students are a joke.
Somebody sure likes concrete ground.
Should be great when (if) done-lots of work going on while I was there.
New classrooms are definitely an improvement.
Less fences, less concrete, easier access to C Building. Skyway connecting all those would be nice.
Lovely building and grounds especially when new ones are completed. Need soap in bathrooms.
Better theater facilities.
Facilities very inadequate for quiet study and non-smoking, eating and lounging areas. Parking ramp works well.
Well kept, Variety of settings.
No change.
Very nice.
They look nice.
Additional off-campus sites.
Attractive, especially comfortable and accommodating.
Excellent
Adequate although the library is very deficient in magazines and books.
I'm sure a new and larger library will meet the demands of increasing numbers of students at M.C.C.
Always curriculum and teachers before buildings.
Making sure you are up-to-code in all areas for the physically handicapped, or at least in the process of meeting the codes completely.
The new buildings are very nice—slow in coming, but a great improvement in the area.
Maps to new students each quarter.
A name for "C Building".

Phi Theta Kappa Follow-Up Study

List 6
The Main Problems of M.C.C. As Seen by Phi Theta Kappa Members

Some students aren't serious and make it difficult for the teachers—especially in classes where students should contribute.
When CWA first started, it was rather disorganized. I assume time and experience has helped to change that.
Lack of security in the parking lot.
The smallness of the school. I think it is also a significant factor that a lot of the students need so very much remedial training before actual classes that it does hurt the overall level of education offered.
Low image regarding quality of education vs. a four-year institution.
A better communication with other schools needs to be established.
Location—Would never consider taking a night class and having to walk to car or wait for a bus.
All the smoking in the halls, coffee rooms and lavatories.
Audiovisual equipment failures, bookstore hours and stock (never enough books—not open for CWA students).
Lack of a sense of community among students; the financial aid dept. was uncooperative.
Some antiquated facilities.
Prestige. The college is viewed as an "easy college". I myself would have to say that a few of the courses I took were aimed at the 10th grade level and were a waste of time and money.
Need more science class sections, tutors for them, accurate information from counselors; more courteous staff. Also need quiet, nonsmoking areas.
I encountered few problems in my 2 years here. I've enjoyed going to M.C.C. Love the staff and hate to leave.
Use of the Basilica as classrooms.
Lack of qualified instructors. You've got to put your school in perspective—become a two year school that appeals to students who will transfer along with just a few good two year certificate programs. Weed out some of the incompetent instructors through course evaluations (5 instructors named)—Save students some money. I spent over $2000 before finding out about these jokers! By then it's too late. Good instructors (6 named); middle (5 named).
Instructors often seem preoccupied with being "popular"—project too many biases.
There were a couple of teachers I had that were not competent in what they were teaching. This was detrimental to me especially when a potential employer would ask me about the course and I really didn't learn anything.
Poor preparation for further education—particularly in the math and sciences.
A better academic attitude of students attending.
The current tuition hikes.
I did not experience any major problems.
I do not like the position students are put in because they cannot register until after Chem. Dependency and Nursing students.
My major field was pop/jazz studies and I was disappointed with the general attitude of the administration toward a unique and very practical program. I stayed at M.C.C. not because I felt the school was great, but because I felt that the pop/jazz program and (2 instructors) in particular were great.

Cut backs in class offerings.
Communication with students and registration process.
Administrative bureaucracy.
Losing transcripts.

Phi Theta Kappa Follow-Up Study

List 6 (Con't.)
The Main Problems of M.C.C. As Seen By Phi Theta Kappa Members

Coordinating of class schedules in consideration of requirements for A.A. degree in a given area as business.

Grading procedures. My regret is that a grading system is not in place over there where the grade of A or even B means that some level of excellence has been attained by the student. Until the faculty develops some self esteem/integrity, M.C.C. will remain an institution of secondary importance.

Many students that are able are going in the same direction a handicapped student is going. Creating an awareness for the need of their help could make the difference.

When I attended M.C.C. I found the ones I had to deal with in Financial Aid office were rude and inefficient.

Major consistent mistakes made by administration (funding, V.A. certification, records, etc.)

The usual bureaucracy problems.

The limited library/research materials.

Counseling service for students was hard to arrange. Counselors gave conflicting information regarding credits, degrees, graduation, etc.

Unstable adminstratio .

Funding cuts. Someho the quality of education must be upheld regardless of cuts.

That instructors are too lenient with students. I had very few instructors that were consistent.

Didn't find any.

1) Noise 2) lack of student involvement 3) unorganized financial aid program.

Books not arriving on time at bookstore for beginning of quarters; CWA needs some revising.

Do not drop the last quarter of a 3 quarter or 5 or 6 quarter sequence.

Lack of organization. Class not taught as described; ie. astronomy class had no relationship to [CWA] TV programs!

The attitude by outsiders and some students that this is an "easy" college.

The main problem I encountered was the inadequacy of some of the counselors. I was informed when I applied in 1980 that I had to repeat a Biology course, which I did. I found out later it had been unnecessary. During my last winter quarter I was told by one counselor I needed two more electives, when I investigated further with another counselor I was informed the two classes would not be needed! That would have been a lot of time and expense down the drain. Why the discrepancies? The counselors should be better informed if they are to do an adequate job. No one has any extra time or money to spend.

Inefficient registration system (time consuming). Small and noisy library.

A few incompetent teachers, low expectations for students. Not enough good students.

Too much short term planning which results in enormous amounts of time being spent in "Chinese fire drills." There seems to be a need for:

I.

1. An agreed upon philosophy (eg, Jr. college us. community college).
2. A strong five year plan that incorporates that philosophy.
3. An "in-transition" plan for the first two years.
4. Strong implementation for the 3rd, 4th and 5th years.
5. A second five year plan being developed in the last two years of the first five year plan.
6. Strong implementation of that plan all five years—repeating the two year planning process for the next five years.

PHI THETA KAPPA FOLLOW-UP STUDY

List 6 (Con't.)
The Main Problems of M.C.C. As Seen By Phi Theta Kappa Members

II.

More cooperation between the administration and the faculty toward the defined goals of the institution. (Everything is not black and white--work within that great big gray area.)

The cut backs in funds are hurting everything

Communication.

Administrative service staff were often rude and unhelpful.

I had about three poor teachers--uninteresting, unchallenging, poor personalities, no zest for teaching.

Administrative--bookstore hours. Registration, etc.

Slack standards in students' coursework.

I'd like to see a system set up for the yearly review of all teachers by school board. Also, they should all take a poll of their students to get reactions and critique at the end of each quarter. I have complained about one teacher in particular with regard to teaching methods and content without satisfaction. I am so vehemently opposed to this teacher wasting more of my or future students time, I'm considering starting a petition! What is standard procedure in this type of a situation?

Also, CWA is the college for Working Adults, which means we are responsible, full-time employed adults who in many cases are married and are parents. That means 3 full-time jobs--work, school and parenting. Therefore, teachers and peripheral staff should be more flexible; ie, keep the library open later and on Saturdays, allow for make-up work, etc.

I'd like to talk to CWA student counsel, if one exists.

Dean of Instruction's office. Those people do not budge an inch. I have only heard of one student who got help from [Dean] and that girl got into a closed class because he raised the class size for her. The secretary in this office once told me that the reason no refunds were given when you dropped part of your load was because "students have to learn to register correctly the first time". What a bunch of crap. The problem is that if you're paying cash like I do you don't always have money to register until the first week of class. By that time most classes are full. There is no incentive for someone to formally withdraw from a class that first week enabling someone else to take their place. You have to withdraw from all of your classes to get a refund. I suggest that student get 50% of his money back for the classes withdraw from that first week, if it is a partial withdrawal. There must be an incentive to get that early formal withdrawal so others can fill these empty seats.

Phi Theta Kappa Follow-Up Study

List 7
The Main Advantages of M.C.C. As Seen By Phi Theta Kappa Members

Quality teachers. Most teachers welcome office visits to obtain extra help. Small class sizes, central location, cheap, good parking, good counselors.

CWA program--beneficial to those of us who don't want to spend 10 years pursuing a degree part-time.

Small enough to be comfortable, large enough to offer a good curriculum. Accessible faculty and advisors. Casual and relaxed atmosphere. Instructors who seemingly care about their work and students. Three good examples of M.C.C.'s advantages include [2 instructors and 1 counselor].

Not overwhelmingly large. CWA night classes.

Easily accessible location, small class size, tutor system, transfer-ability of credits to another institution.

Quality education at semi-reasonable costs.

Small campus, easily accessable to all areas, diversified course offerings for 2 year degree.

1) Location 2) Plans for growth and development of buildings and grounds. 3) Price of tuition.

Convenience to bus, downtown and public library. Parking ease, usually adequate. Total cooperation from instructors and help when needed and asked for.

The wide variety of students--different ages, backgrounds, etc.

Smaller classes, individual tutoring, teachers available to students, opportunity for persons who haven't been in school to start from ground floor--i.e., basic math, How to study Science, etc.

CWA-- A terrific way to go. I transferred from a quarter based system to a semester based system which ordinarily would mean 6 quarter credits = 4 semester credits. However, all of my credits not only transferred but the classes in which I had earned only 4 quarter credits transferred as a full 4 semester credits! I was told by the Associate Dean of Students this was because I was Phi Theta Kappa at M.C.C. I have 22 courses left to take to earn my 4 year degree. Please pass on to (CWA instructor, 1 CWA counselor). By the way, I'm continuing my education at St. Kate's Weekend College program.

Diversity of students (eg., culture, age,, background); faculty is very dedicated to quality education and personally involved with students' educational goals. With only a few exceptions, instructors all seem to encourage students to excel. I think M.C.C. really caters well to the variety of students it has, especially the non-traditional students.

Central location, reasonable tuition, excellent teachers, excellent counseling. If it had not been for the help given me as a re-entry student by [counselor], and the quality and helpfulness of the faculty, I would not be on the career path I am on today. I see a large number of Metro students at the U. and all have praise for their experiences at Metro.

CWA program.

1) The atmosphere. Speaking on a personal basis, M.C.C. allowed me to come back to school, after a number of years away from school, and feel comfortable, unrushed, and confident in my abilities. 2) The instructors. On the whole, I found them to be a very caring, patient group of people who, more than anything else, really wanted you to learn. 3) The gym/weight-room facilities and especially (instructor). 4) The diverse, yet small, student body--I was able to meet a lot of different people. 5) Day care center--without it, school for me would have been impossible. 6) The accessibility of the Deans and Presidents of the college to the students.

The small classes--the great interest of teachers in students. I virtually sing the praises to whoever will listen about CWA. This program was the single most positive force in my adult years. Each teacher I had will always be with me. Thank you.

List 7 (Con't.)

The Main Advantages of M.C.C. As Seen By Phi Theta Kappa Members

Varied age group of students. Good parking facilities. Good variety of class scheduling as to time, especially the CWA program.

Small numbers of students in classes; availability of both instructors and tutors to students. Reasonable costs.

I found M.C.C. agreeable in everyway. The teachers were excellent and they gave me a strong base to work from now that I am in Hamline. The financial aid office was helpful at all times. I can only say positive things about the college.

Costs, quality, location. I liked M.C.C.. Got a lot from it and recommend it without any misgivings.

Small school, close contact with teachers who take a personal interest in the students. Low cost parking ramp with ample room. I graduated before completion of the Vocational-Technical Institute building, so I don't feel qualified to address some of the questions. I was very satisfied with M.C.C. and have recommended it highly to many people. My youngest son's enrolled there now as a part-time student. Top notch faculty--especially [8 instructors]. This is not an indictment against any other faculty members, but these will always stand out in my memory. Also the wonderful "mother of students" in the lunchroom, and her staff and the patient people in the office.

I think the tutoring services are very important and would like to see them expanded. Also, the work study program. The large number of adults here makes it a comfortable atmosphere for returning students. The central location of MCC makes it convenient for most people. Another advantage is that tuition is still bearable. The recent increase, however, looms a threatening shadow.

Central location, cost, flexibility in class hours.

The instructors really care. Location. Please tell the members that if they decide to go on for a B.A. at a four year university as I did that Phi Theta pays scholarship money. I have received a total of $1580 in scholarship funds from Phi Theta Kappa - over 105 times my membership fee of $15. Thank you!

Small classes. Individual attention. Variety in curriculum. Affordable.

Diversity of students.

It is small enough to be personal and the instructors I had took a personal interest and were excellent. Thank you for the rewarding experience and opportunity. You do a good job.

City-core atmosphere which offers a true representation of the "real" world; affordable education, provides an opportunity for many (economically or physically disadvantaged) to further or begin an education. The sociable tendencies of instructors.

The main advantage to me was the opportunity to be involved with the pop/jazz program, which has prepared me for the curriculum @ North Texas St.

Ease of scheduling classes while working full-time--CWA for example.

Due to the fact that it is so small, it becomes a very intimate school. This includes the students, teachers, counselors and all personnel. Another important and enjoyable advantage is the median age of the students. If they are in school, it usually means they want to be there. They are not forced to be there.

Caring, supportive instructors. Good overall education.

I attended CWA. The reason I did not take the last two blocks--a science and business block--was because I had adequate science credits and the business block had not been to transfer to the U of M. I may be back.

Individual help--small school--personal interaction with teachers--remedial help if needed--warm atmosphere.

Small classes. [10 instructors] and a great staff. Location. Get rid of [1 instructor]. His attitude stinks.

Multicultural; acceptance of and encouragement for adult students. A core group of instructors who encourage and expect the best from their students; the Learning Center; the variety of two year programs such as Law Enforcement. Chemical Dependency and nursing; and a basic curriculum that allows credit transfers to four year universities.

PHI THETA KAPPA FOLLOW-UP STUDY

List 7 (Con't.)
The Main Advantages of M.C.C. As Seen By Phi Theta Kappa Members

Direct contact with instructors, smaller classes and decent laboratory facilities for science courses.
Central location.
Location--curriculum is unique regarding Chemical Dependency and the faculty meets my needs.
Staff, cost, curriculum.
Size of the classes; the individual attention from instructors.
Small classrooms that allow for individual attention.
I thought the instructors were of very high quality. I took some courses at the U of M and had many instructors that were students teaching--also very opinionated.
Loved the CWA program! Excellent way for someone who's working a full-time job to complete two years within an acceptable/reasonable and obtainable time frame.
Small school, comfortable atmosphere, wide variety of classes offered, excellent credit transfer.
Adult population, good location and parking, good selection of classes, mostly good teachers, certificate and A.A. degree combined, good size classes (not too large), helpful counselors and librarians, interested instructors.
Convenience of hours, i.e., nights and weekends.
Size; not threatening to first-time students and "older" returning students; instructors easily accessible.
In town. Very vital. Connection with Vocational Technical School.
Small classes. Very good instructors.
Small friendly campus with very good instructors; excellent institution for individuals who have been away from the academic environment for awhile.
It's just about the cheapest school (college) around and it's also small and personal.
Innovation and continual up-grading of courses to produce best results. Thank you for the excellent education.
Diversity of student and faculty body.
Neighborhood classes--CWA.
Great location. Liked the small classes. Well known to other colleges.
Inexpensive. Student body is good cross section of society. Faculty is accessible.
Great location--next to park. Very nice administrators. No frills school. It interests those who really want to learn, not fool around.
Good mix of students, i.e., ages and races.
I like the small classes, great instructors, more individual help, lovely campus and the friendly, warm atmosphere. I dread going to the U of M. It's so huge and uncaring.
The small size allows students to pursue interests more fully and allows for personal contact between students and faculty.
Excellent teachers who spend time with and care about students. The tutoring system is very good and the library staff is great. The smaller size of the school and lower tuition are a great advantage. I loved M.C.C. and felt I got a good education there, but there are a few areas which could be improved upon.
The people, including diverse group of students, accessible instructors and staff. Casual atmosphere. M.C.C. offers the older returning student a warm, congenial atmosphere.
Small classes. Good student - faculty relationships.
Wide range of interests of students. The diversity of students and course offerings.
I am very impressed with the quality of instructors and the atmosphere of caring. Every instructor I've had has gone out of his/her way to learn names and all have been accessible for questions. I am even more impressed and grateful for the excellent administrator (CWA), and the counseling of (CWA counselor). I strongly recommend M.C.C. to anyone and everyone I can.
Everyone likes it here and so many wish it could be a four-year college.
Small class size--instructors available for students.
Small, close knit community.

PHI THETA KAPPA FOLLOW-UP SURVEY

List 7 (cont.)
The Main Advantages of M.C.C. as Seen By Phi Theta Kappa Members

I think the tutoring services are very important and would like to see them expanded. Also, the work study program. The large number of adults here makes it a comfortable atmosphere for returning students. The central location of M.C.C makes it convenient for most people. Another advantage is that tuition is still bearable. The recent increase, however, looms a threatening shadow. I like M.C.C. very much and wish it were a four-year institution. I have found the sheet of paper enclosed too small for a few things I wish to say.

Many serious students need preparation for higher math and science. I have also seen many intelligent people who don't have an adequate background for reading the English language. These people are prevented from reaching their highest level of learning through fear and lack of background in a given course.

I believe that students who mean business would take advantage of courses designed to deal with these problems. These might include a math anxiety course, reading skills which I believe is already taught here, a basic introduction to geometric forms and formulas at a believable pace, a basic approach to (simple word problems) this would give one a root idea to approach the more difficult problems presented in higher math.

I believe a step by step learning process is more effective than a step leap approach which only reinforces the "I knew I couldn't do it" belief.

The basic math courses here at M.C.C. are very good, but perhaps more middle ground could be covered more slowly between the basic skills and the higher levels. Many returning students have not had these subjects for years and perhaps have not had them at all.

We can't all be brain surgeons but we can attain our maximum learning level with a minimum of anxiety.

Another valuable service to students would be help in planning a realistic course load with a balance of subjects that don't conflict. I have seen many students down in their own plans.

My experience here at M.C.C. has been very good for the most part and I thank you for reading my suggestions.

Minneapolis
Community
College

1501 Hennepin Avenue
Minneapolis, MN 55403—1779

APPENDIX

April 1, 1982

Dear Member of Phi Theta Kappa:

It is now a few years since the Alpha Epsilon Sigma Chapter of Phi Theta Kappa was first installed at Minneapolis Community College. We are taking this opportunity to contact those of you who were initiated into this chapter a year or more ago to learn what you are doing now with respect to your education and employment activities. In addition, and of particular importance, we would like to know what suggestions you have for improving our College.

The enclosed questionnaire provides the vehicle for obtaining this information. Would you please complete the questionnaire and return it in the enclosed stamped envelope this month? We shall appreciate hearing from you as an acknowledged scholar of Minneapolis Community College.

Sincerely,

Richard W. Hebert

Richard W. Hebert
Dean of Students

RWH:rs

Enclosures

An Affirmative Action/Equal Opportunity Employer

APPENDIX

Minneapolis Community College
Phi Theta Kappa Follow-Up Study

1. Name_____ Year of Birth_____

2. Major Field at MCC_____ Received: Associate Degree_____
Certificate _____

3. If you did not receive a degree or certificate from MCC, please indicate why not:

_____

_____

_____

4. Employment Experience after leaving MCC:

Current Paid Employment:

a. Employed: Full Time ___ Part Time ___ Seeking Work ___ Not Seeking Work ___

b. Job title or duties: _____

c. My work:

(1) represents what I want to do:

___very well
___acceptably
___tolerably
___unsatisfactorily
and unrewardingly

(2) ___ is in the field I studied at MCC
___ is not in the field

(3) ___ is temporary because I have not completed my education and will change jobs when I do finish.

d. My place of employment is located in _____
City State

e. My monthly salary (before taxes):

___$1 -$400	___701-800	___1101-1200	___1501-1600	___1901-2000
___401-500	___801-900	___1201-1300	___1601-1700	___2001-2100
___501-600	___901-1000	___1301-1400	___1701-1800	___2101-2200
___601-700	___1001-1100	___1401-1500	___1801-1900	___2200+

5. Education experience after leaving MCC:

a. __Am (or) __was a student at _____

majoring in _____

b. __Have (or) __expect a (certificate in:_____); (bachelor's___), (master's ___), (doctor's ___) degree; (not studying for a certificate or degree ___).

6. What do you suggest in the following areas that would improve Minneapolis Community College?

a. Course offerings: _____

_____

b. Extracurricular offerings: _____

_____

c. Services to students: _____

_____

d. Building and grounds: _____

_____

7. What do you see as the main problems of MCC? _____

_____

_____

8. What do you see as the main advantages of MCC? _____

_____

Please return to:

Phi Theta Kappa, C-214
MINNEAPOLIS COMMUNITY COLLEGE
1501 Hennepin Avenue
Minneapolis, Minnesota 55403

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96 Powell Library Building
University of California
Los Angeles, California 90024
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